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ABSTRACT

A survey of state agencies responsible for statewide community college planning was conducted by the Alaska Commission on Postsecondary Education in 1978 to identify the criteria used by the agencies in determining the establishment, expansion, or termination of community colleges. Major findings, based on responses from 45 states and the District of Columbia, reveal that only 12 states used specific criteria and that 24 used general criteria outlined in broad policy statements or in legislation. Nine states and the District of Columbia had no criteria at all: most of these states also had no community colleges or so few that statewide policy statements were not considered necessary. The most commonly used criteria were: (1) population projections, (2) follow-up studies of area high school graduates, (3) enrollment rates, (4) formatted needs studies, (5) site selection procedures, (6) funding availability, (7) evidence of community support, (8) evidence of non-duplication of programs, (9) enrollment capacities of present institutions, and (10) the effects of an existing campus on a new campus. Findings also indicate that the specificity of the criteria used tended to increase with the size of the community college system and with fiscal constraints. The study report summarizes findings for each of the responding states. Proposed criteria for Alaska are appended. (JP)

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ED195291

NATIONAL SURVEY OF THE CRITERIA USED BY EACH STATE IN DETERMINING THE ESTABLISHMENT OR EXPANSION OF COMMUNITY COLLEGES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A STUDY COMPLETED BY
THE STAFF OF THE ALASKA
COMMISSION ON POSTSECONDARY EDUCATION

August 22, 1978

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CHAPTER I

Introduction

Statement of the Problem

During a time when money for postsecondary education in the State is tight it becomes imperative that good reasons and justification are given for the establishment or expansion of educational facilities. Plans and specific guidelines for determining these reasons are not now being used nor are they presently available to those who make these decisions in the State of Alaska. With the rapid expansion of the population and associated educational needs this lack of guidelines has become a pressing problem.

Need For The Study

Because of the lack of guidelines some educational facilities have been established without proper consideration of all the pertinent data. Those who make these decisions are aware of the lack of systematic consideration and have called for guidelines and criteria to be assembled for their use. Pressure from funding sources has made it apparent that a critical need for guidelines and criteria to be used in the establishment of educational facilities, especially in the community college area, exists.

Purpose of the Study

The present study will summarize the various types of criteria used in other States for the establishment or expansion of community colleges. The purpose of this survey will be to acquaint those who shall decide on the final criteria for establishing Alaska's Community Colleges with the specific guidelines and concerns of those who have previously considered the problem in other States. Hopefully, this will provide valuable ideas to be applied to Alaska's situation.

CHAPTER 2

Procedure

Description of the Sample

Other than Alaska, all 49 states and the district of Columbia were surveyed. Each agency having the responsibility for planning and coordination of community colleges statewide was contacted.

Design of the Study

The research approach to the study was the descriptive survey. Analysis was based on existing criteria for the formation or expansion of community colleges in each state.

Collection and Analysis of Data

1) Sources of the data.

Data was collected from many different types of documents in each state. The most common of these were:

a) State statutes

b) Community College long-range plan

c) As a part of a higher education plan

d) Regulations of a state agency

2) Analysis of the data.

No attempt was made to apply the criteria of other states to Alaska's situation. Only summaries of the data are provided along with a list of criteria which seemed common to most states.

Method of Data Collection

A letter (Appendix I) was sent to each agency responsible for statewide community college planning requesting information about criteria that were used in determining the establishment, expansion, or termination of community colleges in each state.

Two follow-up requests were performed; the first by mail and the second by telephone. The original request was mailed to each agency on May 10, 1978. The first mail follow-up was sent on June 12th to non-respondents and the telephone survey on continuing non-respondents was begun on July 21st. Responses were accepted until August 7th when the writing of the final report and summarization of data precluded inclusion of further responses.

CHAPTER 3

Presentation and Analysis

The purpose of the present study is to summarize the various types of criteria used in other states for the establishment or expansion of community colleges. Toward that end, this chapter will present a state by state summary of criteria that are used, if any, followed by analytical comparsions and interpretation of the data.

Summary of State Criteria

As stated in chapter 2, each state was contacted by letter (Appendix I) regarding the criteria each uses to determine the establishment or expansion of community colleges. After all follow-ups were complete 46 states of the 50 originally contacted submitted responses for a 92 percent response rate. Therefore, the discussion and tables presented will be based on the data from these 46 states. The first step then is to present, in summary form, the principles for criteria used in each state.

Summary of State Procedures and Criteria

Alabama

General Criteria. They do deal specifically with site selection, however:

"The location of each new trade school or junior college for which the authority provides funds shall be determined by the State Board of Education after consideration of the needs of industry for particular skills in the area under consideration, the convenience and accessibility of the location to labor markets and to potential students or applicants for training, an estimate of the number of potential students or applicants in the area and such other factors as might demonstrate the existence of a need for a trade school or junior college in such area."

Arizona

General procedures to form a district.

Arkansas

Specifies service area population and geographic factors: The service area shall contain:

1) At least 90,000 people based on information from the State Board of Higher Education.

2) At least 31,000 people, not contain a public institution of higher education, and the most populous city is at least 40 miles from a community college or branch.

Off-Campus classes can be used to serve limited educational needs and to serve specific educational needs in areas where the population and the demand do not justify an additional institution. Plans developed

based on the recommendations of off-campus programs should result in all areas of the state being identified as primary service areas at every level for some institution."

California

General Procedures and Needs Study Content.

1) "The Legislation establishing the California Postsecondary Education Commission specifically directs the Commission to review proposals for new campuses and off-campus centers of public postsecondary education and to advise the Governor and the Legislature on the need for and location of these campuses and centers. Further, the Legislature has stated that it will not authorize funds for the acquisition of sites or for the construction of new campuses and off-campus centers without the recommendation of the Commission."

2) Schedule for New Campus Proposals:

a) A needs study authorized by the Regents of the University or by the Trustees of the State University and Colleges, and the Commission is notified (30 months before funding)

b) The needs study is conducted by segmental staff with appropriate participation by the Commission staff (29 - 19 months before funding).

c) Regents or Trustees approve new campus (18 months before funding).

d) Approved review by the California Postsecondary Education Commission (17 - 15 months before funding).

e) Budget preparation by the segmental staff (14 - 11 months before funding).

f) Budget approval by Regents or Trustees (10 months before funding).

g) Review by the Department of Finance (9-7 months before funding).

h) Consideration by the Legislature (6 months before funding).

i) Funding

3) Content of Needs Study

a) Enrollment projections for each of the first ten years of operation, and for the 15th and 20th years, should be provided for a proposed campus and for each of the existing campuses in the district. Ten year projections should be provided for a proposed off-campus center. Department of Finance enrollment projections must be included in any needs study. Any other projections should be fully documented.

b) The currently planned enrollment capacities of existing campuses within the district should be indicated.

c) The study should describe and justify the programs projected for the new campus or off-campus center.

d) An examination of the effects of establishing the proposed campus or off-campus center on existing institutions in the area should be provided with respect to enrollment, operating costs, and facilities.

e) A discussion as to how other segments, institutions and the community were consulted during the planning process for the new campus or off-campus center should be included.

f) Characteristics (physical, social, demographic, etc.) of the location proposed for the new campus or off-campus center should be included.

g) A cost-benefit analysis of the alternatives to establishing a new campus or off-campus center should be conducted. Analysis should include a discussion of at least the following alternatives.

1) Establishment of an off-campus center or centers as an alternative to a new campus.

2) Use of educational television, computer assisted instruction, "store front" operations, etc. as an alternative to a new campus or off-campus center.

3) Expansion of existing campuses.

4) Year-round operating.

5) Increased utilization of existing facilities.

Colorado

No specific criteria. Only general statement.

"As a long-term-goal, every Colorado resident above the age of 16 who is not currently enrolled in high school should have access to a comprehensive community college within thirty minutes traveling time from his place of residence."

Connecticut

The following criteria are contained in "A Suggested Plan for Developing Connecticut's Community College System," an Arthur D. Little report to The Connecticut State Board of Trustees' for Regional Community Colleges.

ESTIMATED COSTS

For construction of permanent facilities to provide for Connecticut regional community colleges, exclusive of site costs, the state will need to provide $282,800,000 - $313,600,000 to accomodate day enrollment

potentials as estimated and shown in Table XXVI. An assumption used in estimating is that construction costs will approximate $7,000 per full time equivalent. Another assumption is that 150 square feet will be necessary per FTE and that construction costs would be approximately $47 per square foot. If state technical college facilities can serve as the nucleus of four campuses, this amount could possibly be reduced to $257,600,000 - $285,600,000.

Site costs vary considerably, but if present trends persist, both site and construction costs will be far more expensive in five or ten years. These estimates do not include site or site development costs. They would be in addition.

CRITERIA FOR ESTABLISHING COMMUNITY COLLEGES

Some lessons useful in present day planning have been derived from nearly 50 years of experience in public two year college establishment and development. The evolution of older community college systems has followed a similar path in different parts of the nation. More recently certain states, among them Michigan, Florida, Hawaii, Arizona, and New Jersey, have considerably shortened the evoluntionary time period and the necessity of wrestling with certain types of problems that long plagued older systems groping their way for one reason or another. From this experience we have learned that the following criteria are essential to providing the most effective community college service:

1) A community college should be located within reasonable driving time (20-35 minutes) from where the people live whom it is expected to serve. Geographical distance is irrelevant; travel time will vary more accoring to traffic densities, condition of roads, availability of access,

TABLE XXVI

SUMMARY OF DAY AND EVENING FTE ENROLLMENT POTENTIAL
CONNECTICUT COMMUNITY COLLEGES, 1970-1985

Planning District	Estimated Community College FTE Enrollment				Estimated Day FTE Enrollment				Estimated Evening FTE Enrollment			
	1970	1975	1980	1985	1970	1975	1980	1985	1970	1975	1980	1985
Urban Environment												
Capitol	10,743	12,121	13,431	14,631	7,520	8,485	9,402	10,242	3,223	3,636	4,029	4,389
Central Conn.	3,339	3,695	4,052	4,401	2,337	2,587	2,836	3,081	1,002	1,108	1,216	1,320
Central Naugatuck	3,376	3,769	4,139	4,504	2,363	2,638	2,897	3,153	1,013	1,131	1,242	1,351
Greater Bridgeport	4,457	4,857	5,220	5,574	3,120	3,400	3,654	3,902	1,337	1,457	1,566	1,672
South Central	7,867	8,730	9,501	10,245	5,507	6,111	6,651	7,171	2,360	2,619	2,850	3,074
South Eastern	3,534	3,966	4,367	4,806	2,474	2,776	3,057	3,364	1,060	1,190	1,310	1,442
South Western	5,357	6,093	6,795	7,354	3,750	4,265	4,757	5,148	1,607	1,828	2,038	2,206
Non-Urban Environment												
Conn. River Estuary	669	773	871	977	535	618	697	782	134	155	174	195
Housatonic Valley	1,733	2,047	2,353	2,590	1,386	1,638	1,882	2,072	347	409	471	518
Litchfield Hills	948	1,054	1,153	1,256	758	843	922	1,005	190	211	231	251
Midstate	1,112	1,266	1,384	1,544	890	1,013	1,107	1,235	222	253	277	309
Northeastern	819	952	1,084	1,186	655	762	867	949	164	190	217	237
Northwestern	503	540	596	653	402	432	477	522	101	108	119	131
Valley	989	1,081	1,187	1,292	791	865	950	1,034	198	216	237	258
Windham	1,035	1,206	1,347	1,472	828	965	1,078	1,178	207	241	269	294
Total Connecticut	46,481	52,150	57,480	62,485	33,316	37,398	41,234	44,838	13,165	14,752	16,246	17,647

and weather. Three of the four major reasons why able Connecticut youth do not go on for college education are financial. An opportunity close to home represents a lessening of the financial burden.

2) There should be a potential for an approximate minimum enrollment of 1,000 full time students. This is required to provide a sufficient diversity of programs to meet interests and demands at a reasonable cost.

3) We believe, for maximum advantage, a community college campus should not be planned for over 5,000 full time equivalent students. Although there is not research evidence to document this recommendation, some authorities in the community college field believe that when a community college reaches the enrollment size of 5,000-6,000 a diminishing factor militating against the advantages of a community college in terms of complexity and size results.

4) It is essential to the success of a community college in attracting the potential numbers of youth and adults in any area that it have its own identity separate from any other institution. The community college is not just the lower two years of a four year institution--it is a different type of institution and needs to be protected from the stereotyped perception many persons have of four year colleges and universities. A community college located on the same campus or adjacent to a four year institution will inevitably be regarded as inferior and second class. Good examples are Flint Community College and Henry Ford Community College in Michigan.

5) A positive image to engender community pride and respectability is essential to effectiveness. The community college is a symbol of a

region's belief in education as a sustaining force in democratic life, an expression of its aspirations, and a center of educational, cultural and recreational life. The campus plays a symbolic role within the total community it serves. The physical facilities used by the college have much to do with how residents regard it and extent to which it attracts students. Use of temporary facilities has advantages, but if plans aren't simultaneously or soon underway to develop permanent facilities, the stigma of the college being second best takes a long time to overcome. Most destructive of a positive image is to temporarily house a community college operation in a high school which is being used simultaneously by the secondary school.

6) A community college should be located as close as possible to the time-geographical center of the service area and in proximity to the greatest aggregation of population. Availability of public transportation is not important; studies and experience in other states have shown that only a very small percentage of students ever take advantage of it when it is available.

7) Each community college should be truly comprehensive in its offerings. Each should be able to offer the full range of education and training in occupational, preprofessional, and college parallel work for which there is interest or demand. For example, a student who aspires to become an engineer but learns this is over his ability should be able, without loss of face by transferring to another institution, to slide sideways in the same institution to an engineering technician program. Technicians need, as part of their preparation, general education in fields other than areas of specialization, these are offered in a

community college. Residents all over the state should have opportunity without leaving their home area to upgrade job skills, retrain for new types of work, or prepare for job entry into any one of a number of engineering technologies as well as other semi-professional or technical level occupations. In fact, each college should offer the following services and instruction:

College parallel programs

Occupational programs in any area for which there is a need

General education for those persons who want it

Job upgrading and retraining courses and programs

Guidance and counseling services

Community services

Not only are comprehensive community colleges needed to serve the educational needs of residents within reasonable commuting time and distance, but good ones develop a sense of unity and community citizenship among both faculty and students. In this atmosphere there are no second class citizens or programs stigmatized as inferior because they are physically separated or designed to prepare for employment. Besides financial economies that can be achieved in staffing, administration, and operation, the other points made in this section support the ultimate amalgamation of technical colleges and community colleges, and the immediate authorization for each community college, to offer curricula in the engineering technologies as well as in other occupational fields.

8) A community college should develop the best liberal or general education program of which it is capable to meet the need of the students who will transfer. It should not design transfer programs geared to

specific institutions, as graduates transfer to a large number of different institutions with different sets of requirements. The "Policies and Guidelines for Transfer of Students from the Regional Community Colleges to the State Colleges" represents in the opinion of ADL staff a commendable working relationship between state colleges and the community colleges.

9) A reasonable range of land area needed for a 5,000 full time student equivalent campus is as follows:

	Urban (acres)	Suburban or Rural (acres)
Academic	8-10	30-37
PE fields and courts	5-14	15-30
Parking and drives	13-20	25-35
Open Space	5-6	20-48
	30-50	90-150

Experience has shown that excessive costs result when, because of inadequate foresight and planning, a community college campus has to be enlarged or be removed to another site to adequately accomodate its enrollment. Any site contemplated for Connecticut community colleges should meet the minimum acreage specified above. It should not be located on a lesser size site, regardless of current political pressures or inclinations to do so.

Delaware

No criteria.

Florida

Common criteria are used, except that faculty teaching loads are specified in legislation creating new community colleges.

Georgia

General guidelines direct that the following considerations are made in establishing new community colleges:

1) Community interest

2) Must not detract from the operation of existing institutions.

3) Minimum enrollment standards for a projected period of years.

4) Minimum number of area high school graduates.

5) Availability of adequate facilities or the ability to build adequate facilities.

6) Curricula:

a) Aims and objectives

b) Non-duplication

c) Based on community survey

d) Approved by the Regents

Hawaii

No criteria.

Idaho

General guidelines in the rules for formation of a district.

Indiana

No public community colleges.

Illinois

Criteria left to locality for establishment and facilities. However, board has strong program approval powers.

Iowa

Only general guidelines, but the Department of Public Instruction publishes Selected School Laws and Standards which outlines in detail the operational procedures for community colleges.

Kentucky

Only general requirements set out in legislation.

Kansas

General requirements only described in "Community College Act" legislation.

Louisiana

"In regard to the establishment of two-year institutions, the Board of Regents recommends that a new two-year institution of higher education may be considered for establishment in any area where projections indicate an enrollment potential of at least 1,500 full-time equivalent students by the end of the third year of operation and 2,000 FTE by the end of the fifth year. The Board of Regents will take into consideration the geographic location of existing institutions.

Maine

Only one community college; no establishment criteria.

Maryland

Any consideration of new campuses or new colleges in Maryland must be justified on the basis of population projections and space requirements in the immediate service area only. Formal action by the State Board for

community colleges for the establishment of additional campuses or new colleges in Maryland will be based upon college presentation of a county or service area master plan, programs to be offered, site location and specific campus enrollment projections.

Massachusetts

No Response.

Michigan

General criteria only.

Minnesota

General requirements; specified in legislation.

Mississippi

The following is contained in The Mississippi Board of Trustees of State Institutions of Higher Learning's Statement of Policy concerning criteria for the establishment of community and junior colleges.

INFORMATION RELEVANT TO THE DECISION
TO ESTABLISH OR CLOSE A CAMPUS

1) Description of campus

a) Initial and ultimate size; growth patterns and contraction

b) Programs to be included and phasing over time

c) Special emphases and objectives

d) Role in overall state plan

e) Relation to "feeder" program (high schools, junior colleges, senior institutions, public and private schools, etc.)

2) Need for the Campus

a) Conditions at existing campuses

1) Utilization of resources -- crowding or excess capacity

2) Enrollment ceilings

3) Projected growth rates

4) "Optimal" sizes

b) Inadequacies of existing programs

c) Student needs and demands -- current and expected by geographic area

d) Situations of institutions in neighboring states

e) Relation to state/regional goals and objectives

3) Costs -- initial and projected

a) Capital

b) Operating

c) Land acquisition

d) Inflationary effects

4) Alternatives: costs, disadvantages, and advantages

a) Expand existing campus(es)

b) Contract existing campus(es)

c) No expansion or contraction

d) Moving students -- student exchange

5) Location of campus

a) Location relative to existing schools and campuses

b) Population centers -- current and future

1) Demographic data

2) Current redirection patterns

3) Migration of students

c) Transportation links

d) Potential cost difference

1) Construction site features and wage differentials

2) Cost-of-living impact on future operations

e) Labor markets

f) Relation to planned institutional role (is location consistant with role?)

6) Other competing projects -- capital and operating

7) Financing

a) Sources of revenue

b) Impact on taxes

c) Bonds -- bond market

8) Impact on other institutions -- public, private, and possibly out-of-state

Missouri

Local district determination

Montana

General rules in legislation for the formation of a district. Specific criteria left to local determination.

Nebraska

Only general guidelines

Nevada

No criteria

New Hampshire

Does not have community colleges.

New Jersey

No Response

New Mexico

BOARD OF EDUCATIONAL FINANCE, STATE OF NEW MEXICO
Commission Building, Santa Fe, New Mexico

Format for a Survey and Plan for the Establishment of a Branch Community College
(Adopted by the Board of Educational Finance on March 25, 1966)

A community desiring to establish a branch community college must, through the local board of education and the board of regents of the proposed parent institution, transmit a proposal to the Board of Educational Finance. There is attached hereto a format for the required survey and plan to be submitted to the Board of Educational Finance, and a copy of the criteria for establishment of a branch community college developed by the Board of Educational Finance, as required by law.

It is suggested that a community desiring to establish a branch community college follow these steps:

1. Review the criteria for establishment of a branch community college to see if, in general, these criteria can be met.
2. Determine what school district or districts are to be included, and secure the necessary involvement of the board or boards of education.
3. Make a clearcut determination that a branch community college, rather than a local junior college, is desired.
4. Determine what institution is desired as the parent institution, and secure the cooperation of that institution in developing the survey and plan.
5. Arrange for a meeting of the local board, representatives of the parent institution, and the staff of the Board of Educational Finance, to initiate the work of developing the survey and plan.

The involvement of the local board, the parent institution, and the Board of Educational Finance staff at this early stage will facilitate the completion of the steps necessary for establishment of a branch community college.

BOARD OF EDUCATIONAL FINANCE, STATE OF NEW MEXICO
COMMISSION BUILDING, SANTA FE, NEW MEXICO

CRITERIA FOR THE ESTABLISHMENT OF A BRANCH COMMUNITY COLLEGE

Developed by the Board of Educational Finance Pursuant
to Section 73-30-18, New Mexico Statutes Annotated, 1953 Compilation
(Adopted by the Board of Educational Finance on March 25, 1966)

The criteria by which the Board of Educational Finance will evaluate any proposal to establish a branch community college are as follows:

1. Enrollment Base There must be a minimum sustained flow of 250 high school graduates annually from the public and non-public high schools located within the school district or districts proposing to establish the branch community college.

2. Geographic Considerations There must be no public four-year higher education institution, branch community college, or junior college within commuting distance, normally 40 miles, of the major population center of the school district or districts proposing to establish the branch community college. If there is a private college within commuting distance, its influence upon local educational opportunity must be thoroughly evaluated, and lack of local educational opportunity must be demonstrated.

3. Program There must be evidence that the proposed branch community college will be able to operate, on a practical cost basis, a program of college credit courses at the freshman and sophomore levels sufficient so that an individual student will be able to complete normal freshman and sophomore course requirements within two academic years of full-time attendance. There must be evidence that the proposed branch community college will be able to provide adequate guidance services to the students.

4. Staffing There must be evidence that qualified staff will be available so that all courses will be taught by individuals who have a masters degree or equivalent in the subject taught, who are qualified to teach on the main campus of the parent institution, and who are approved by the department of the parent institution. Not more than one course can be taught as an overload by an individual otherwise employed full time. Plans must include movement to full-time, non-overload staffing and finally to full-time college staff members.

There must be evidence that qualified staff will be provided for the position of Director of the proposed branch community college and for guidance and library functions.

5. Facilities There must be adequate facilities available for the teaching of all courses to be offered. Some classroom facilities must be available for classes to be taught during the regular school day. Facilities for administrative,

library, and guidance functions of the branch community college must be available. Plans for necessary future development of facilities for the branch community college must be projected.

6. Library There must be evidence that adequate library resources for the proposed branch community college can be provided.

7. Financing A financing plan must be submitted based on the following elements for current operations:

a. a local tax of $100 per F.T.E. student as permitted by law.
b. tuition and fees at rates which, considering the differences between a branch community college program and a main-campus program, are comparable to the rates on the main campus of the parent institution.
c. state support at not to exceed $300 per F.T.E. student as provided by law, with the state support not to be provided unless and until the levying of $100 per F.T.E. student of local tax has been put into effect.

A projected budget must show that funds as listed above will support an expenditure budget sufficient to meet criteria three to six inclusive and sufficient for the number of students projected.

The financing plan must show that needed development of facilities can be provided.

8. There must be evidence that the community is prepared to give full support to the proposed branch community college; including full cooperation of the public schools and other appropriate community agencies, willingness to support the $100 per F.T.E. local tax levy, interest in providing scholarships and part-time employment for students, and other appropriate indicatations of community interest.

9. There must be submitted a survey and plan, prepared jointly by the Board of Education and the proposed parent institution, set forth in accordance with the format prescribed the the Board of Educational Finance.

BOARD OF EDUCATIONAL FINANCE, STATE OF NEW MEXICO
Commission Building, Santa Fe, New Mexico

Format for Survey and Plan for Establishment of a Branch Community College
(Adopted by the Board of Educational Finance on March 25, 1966)

I Need for a Branch Community College from the Standpoint of Educational Opportunity.

A. A follow-up study of local high school graduates.

B. A survey of the local adult population to determine demand for a branch community college program.

C. An examination of the geographic aspects of educational opportunity for the community.

II Enrollment Base

A. An enrollment history in public and non-public schools presented in a format supplied by the staff of the Board of Educational Finance.

B. A review of social and economic factors of the community which will have a bearing on future enrollment levels.

C. A projection of enrollments and high school graduates in the public and non-public schools and enrollments in the branch community college.

III Program

A. A listing of the courses to be offered in the proposed branch community college specifying those which will be most likely offered during the regular school day. A showing that these courses will permit an individual student to complete normal freshman and sophomore requirements within two academic years of full time attendance, and a showing of the extent to which these courses will fall short of permitting an individual to complete freshman and sophomore requirements in specialized fields, such as engineering and business.

B. A description of the guidance services to be provided.

IV Staffing

A. An inventory of staff currently available in the community who are qualified to teach the courses listed in IIIA and to perform the administrative, guidance, and library functions.

B. A plan for securing the additional qualified staff which will be

needed, and for movementto full-time, non-overload staffing and finally to full-time college staff members.

V Facilities

A. An inventory of facilities, including equipment, currently available for the teaching of the courses listed in IIIA and for administrative, guidance, and library functions of the branch community college.

B. A plan for future development of facilities for the branch community college.

VI Library

A. A report by the librarian of the parent institution which presents an inventory of library resources currently available and a plan for development of adequate library resources for the courses to be offered.

B. A plan, in specific detail, for the operation of the branch community college library, including the manner in which library staff will be used and use of parent institution's library resources.

VII Financing

A. A projected operating budget based on projected enrollments as shown in IIC, the courses to be offered as listed in IIIA; the staffing shown in IV; the operation of the facilities shown in V; the library development shown in VI; and income from the local tax levy, tuition and fees, state support, and any other income which is anticipated.

B. A financing plan for the development of the facilities shown in V.

VIII Community Support

A. Specific evidence of willingness to cooperate, on the part of the public schools and other community agencies, in doing the things necessary for the development of the branch community college in the areas of staffing, facilities, and library.

B. Specific evidence of support by appropriate community leadership for the levying of the local tax as permitted by law and for developing the facilities projected as needed.

C. Evidence of interest in providing scholarship aid, part time work

for students, and other kinds of tangible support for the branch community college.

IX The Proposed Agreement - As part of the survey and plan, a proposed written agreement between the local board and the board of regents of the parent institution as required by law, shall be drafted.

New York

Establishment Minima:

1) Enrollments.

A proposed college shall have a potential enrollment of at least 1,000 FTE students from its sponsorship within four years after its opening.

2) Financial Resources.

The local sponsor shall have a true valuation of at least 300 million dollars and an assessed valuation of at least 150 million.

a) Budget - the local sponsor shall make available its share of funds at least one year in advance of the formal opening of the college to assure the availability of sufficient facilities instructional resources by opening day.

1) Personnel - (President and Staff) the college shall provide, at least one year prior to the opening of the college, sufficient funds to appoint a president together with such supporting staff as may be necessary for the organization of the college, including those functions associated with the business affairs, academic development, library and student personnel program. Sufficient staff shall be employed to supply adequate care and maintenance of buildings, grounds, and equipment.

2) Faculty - the college budget shall provide for one FTE classroom teacher for a minimum of each 18.5 full-time students or the equivalent thereof.

3) Facilities - sufficient space must be provided to prevent overcrowding as currently defined in statements guiding space requirements issued by the State University of New York.

4) Upon opening, the college shall have a sufficient number of well-distributed books and periodicals to support the academic program.

b) Programs - specific guidelines for:

1) College transfer and career programs.

2) Availability of facilities at night and during summer.

3) Periodic program review.

3) Defines Community College Service areas.

4) A lengthy description of financial operations.

North Carolina

See following attachment.

North Dakota

No criteria. Community colleges created by school districts.

Ohio

Typical criteria.

Oklahoma

Typical criteria.

Oregon

General criteria described in "Formation of a district" legislation.

Pennslyvania

General criteria. Rules for formation of a school district. Also require needs study.

Rhode Island

No Response

North Carolina

PUBLIC EDUCATION - COMMUNITY COLLEGES

Regulation 16 NCAC 4C.0105; ESTABLISHING AND CONVERTING INSTITUTIONS: has been amended to read as follows:

.0105 ESTABLISHING AND CONVERTING INSTITUTIONS

(a) General Policy: In authorizing the establishment of a new institution in a county in which no institution of the Community College System is currently located, an institution will be approved initially as either a technical institute or a community college.

(b) New Institutions: An application for a new area to be served must come from the county or city board(s) of education or the County Commissioners in the proposed administrative area. The application shall be sent to the State Board of Education which may direct the Department of Community Colleges to cooperate with the applicants in making a survey to determine the following:

(1) Do the educational needs of the area justify the educational services proposed?
(2) Can the existing public and private post-secondary institutions in the area meet the needs demonstrated?
(3) If unmet educational needs exist that could be met by the proposed institution, will the projected student enrollment justify the proposed institution?
(4) Can adequate local current and capital expense funds be supplied?
(5) Will the local public school tax support be affected adversely by the local support required for the proposed institution?
(6) Do the boards of commissioners and boards of education in the area support the application?
(7) Are the facilities proposed to house the new institution adequate?
(8) Does the application fit the policy of reasonable geographic distribution in order to meet statewide needs?
(9) Will adequate state funds become available to support the proposed new institution?
(10) In case state funds are not available, what funds must be requested from the next meeting of the General Assembly to provide the state funds needed? In this case, final approval will be deferred until after the General Assembly appropriates the state funds requested.
(11) Can the immediate needs of an area best be served by an extension unit operating under contract with an existing institution?
(12) A statement of anticipated desegregation impact will be required.
(13) When the survey is completed, the Department of Community Colleges will report to the Community College Committee of the State Board of Education and make its recommendations. A local delegation may appear if desired. Approval by the state board will be reported to the Advisory Budget Commission and the Governor for action.

PUBLIC EDUCATION - COMMUNITY COLLEGES

(c) Addition of a College Transfer Program

(1) Procedure

(A) The trustees determine that there is sufficient unmet educational needs for the transfer program in the commuting area to justify a thorough study, and formally request assistance from the Department of Community Colleges in making the survey.

(B) The survey is made as directed by the trustees, with staff members of the Department of Community Colleges serving as consultants.

(C) After the survey is completed, the trustees decide whether to make a formal request to the State Board of Education for approval.

(D) If a formal request is made for approval, the community college committee of the State Board of Education shall consider the request and the survey report supporting the request, and determine what action it should take. A local delegation may appear at this time to support the request.

(E) If upon recommendation of the community college committee the State Board of Education gives its approval, the request along with a copy of the survey report is forwarded to the Governor and Advisory Budget Commission, with a statement setting forth what additional state funds will be required for the addition of the college transfer program.

(F) If the Governor and the Advisory Budget Commission approve the conversion and the State Board of Education finds that state and local financial support are available, the institution is formally recognized as a community college.

(2) Standards. The standards that apply are related to the unmet educational needs in the commuting area for the transfer program, the effect the addition of this program might be expected to have on the existing programs in the institutions. The following are the specific standards that should be met:

(A) The anticipated full-time equivalent (FTE) student enrollment in the transfer program is sufficient to earn on the state formula budget an adequate number of instructional units to support the transfer program. For effective teaching, there should be a minimum of six instructional units available the first year and an additional four units the second and subsequent years. The State Board of Education shall require as a condition to its approval of the addition of a college transfer program to an existing industrial education center or technical institute a certification by the Department of Community Colleges that, based upon an examination of the study by the institution, an enrollment of a minimum of 138 FTE college transfer students may reasonably be expected the second and subsequent years.

(B) The trustees and the staff of the institution are committed to continued strong emphasis on the programs already offered, so that the addition of the transfer program will in no way reduce the effectiveness of present programs. The trustees

and administrative staff of the institution shall be required to provide the leadership necessary to assure that enrollment in existing vocational and technical programs will not be diminished.

(C) The present or proposed buildings, parking areas, equipment and library holdings will adequately support the proposed college transfer program in addition to the programs presently offered.

(D) The board(s) of county commissioners in the administrative area of the institution agree(s) by formal resolution that the proposed college transfer program is desirable, and that the additional local funds required can be supplied without hurting the local support required for the public schools.

(E) The board(s) of education in the administrative area of the institution agree(s) by formal resolution that the proposed college transfer program is desirable, and that the additional local funds required can be supplied without hurting the local support required for the public schools.

(F) Statements of anticipated desegregation impact are included in the feasibility study for the proposed college transfer program.

(G) State funds are available to support the addition of the transfer program.

(H) State board approval will not be final until local and state fund availability are assured.

(3) Survey. The survey shall justify to the satisfaction of the approving authorities that the above standards are met.

History Note: Statutory Authority G.S. 115A-1 to 115A-5; Eff. February 1, 1976; Amended Eff. September 30, 1977.

South Carolina

Specific Criteria:

1) There shall be a minimum total population of 100,000 within the service area of the institution.

2) There shall be a college age (18-21) population of 8,000 within the service area of the institution.

3) There shall be an annual high school graduation of 1,500 students within the service area of the institution. Evidence shall be submitted that this level of annual graduations can be sustained for at least five years.

4) There shall be a projected opening-day enrollment in A.A. and A.S. programs of 150 students, and a projected total FTE enrollment of 300 in such programs within five years.

5) If there are in the service area other public two-year institutions offering programs which are designed primarily for transfer to baccalaureate degree programs, it shall be demonstrated by an objective analysis that at least 150 students per year are not being served by an open door admission policy in some institution.

South Dakota

No public community colleges.

Tennessee

Working on new criteria, but presently:

1) An enrollment of at least 1,000 FTE students can be expected within three to five years of opening the college.

2) It does not duplicate other higher educational opportunities. Except in metropolitan areas of 250,000 or more, community colleges should not be established in communities which already have a public college or university.

3) Community interest and willingness to provide the site and $250,000 toward the initial planning and construction of the institution.

Texas

There are 57 community colleges in Texas. All have their own governing boards, report directly to the Legislature and are almost completely autonomous. The only degree of centralization is related to statewide formula funding.

Utah

No specific policies or criteria.

Vermont

No criteria. Only one community college.

Virginia

No response.

Washington D.C.

No separate, public community colleges.

Washington State

See attachment (State Board for Community College Education Policy and Procedures Manual - Washington)

West Virginia

No specific criteria. However, Board stated that they would seriously question the continuation of a community college that did not show a potential for at least 1,000 FTE students.

Washington State

6.30.00 - Criteria and Guidelines for Establishing New Community College Campuses

6.30.01 - General Authority

The Community College Act of 1967 assigned specific responsibilities to the various community college district boards of trustees for providing educational services and determining the most appropriate method of serving post-high school, adult, and community service educational needs through programs made reasonably accessible to all citizens. At the same time the Act charged the State Board for Community College Education with the responsibility "to define and administer criteria and guidelines for the establishment of new community colleges or campuses within the existing districts..." The following presentation describes the parameters for the development and extension of community college campuses.

6.30.02 - New Campuses and Extension Branches

In addition to innovative off-site techniques such as mobile instructional units and prepackaged home study materials, district boards of trustees have three alternatives for providing on-site educational services: (1) Primary or self-contained campuses, (2) Secondary or satellite campuses, and (3) Extension branches. A district board of trustees may plan any combination of these campuses and branches depending upon the specific program needs they have identified; the particular characteristics of the district's service area; and currently existing educational services available in the district. Primary and secondary campuses are described below. Information about extension branches can be found in Section 6.40.00.

6.30.03 - Primary (Self-Contained) Campus

A primary campus offers a comprehensive range of educational programs in owned facilities. It is staffed, for the most part, with full-time professional personnel and provides complete library and student service facilities and staff.

A primary campus may be established when projected enrollments for the proposed campus indicate an orderly growth towards an enrollment of at least 2000 full-time equivalent students in the tenth fall quarter of operation, given reasonable utilization of whatever facilities exist at any point of time.

6.30.04 - Secondary Campus

A secondary or satellite campus offers a partial range of educational programs in owned or leased facilities of a permanent or relocatable nature. It may be staffed, for the most part, with full-time professional personnel. Library resources and student services and activities will be limited to those directly required to serve the type and number of students enrolled in the more limited program offerings. A secondary campus may be established with a projection of at least 500 full-time equivalent students in the tenth fall quarter of operation, except in cases where enrollment capacity is lower because of the specialized programs proposed to be offered at that site.

Two types of instructional locations are identifiable as satellite campuses. The first includes facilities to house programs that may duplicate offerings on the primary campus, but that are offered in some remote location primarily for the purpose of serving potential students outside the reach of the primary campus. The second type includes facilities designed to house unique programs, the character of which requires that the facility be located away from the primary campus, e.g., docks, field laboratories, specialized vocational-technical training facilities, and other installations located near industrial, business, or health service facilities.

6.30.05 - Establishing the Need for New Campuses

When a community college district is planning additional instructional locations within its boundaries, it will submit a feasibility study documenting the educational needs and proposing a specific plan for meeting those needs. The feasibility study will be conducted in conjunction with the State Board staff consistent with the procedure and format established by the State Board. The feasibility study will then become the basic collection of facts for the subsequent reviews of the District Board, the State Board, and the executive and legislative branches of state government as capital funds are sought for the proposed development. (See Section 6.30.08) for the detailed review procedure and Section 6.30.09 for the required content of the feasibility study.)

Because the evolution of a small instructional location into a larger one should be predictable, the district must carefully delineate the long-range development potential of any proposed location. Thus, the decision to establish an extension branch shall be interpreted to mean that both the long-range and short-range educational needs of the specific area can best be met through that type of facility. If the district intends to operate an extension branch on the site of a future campus, then the intent to develop a campus must be clearly identified.

6.30.06 - Relationship of New Campuses to Existing Campuses and Service Areas

A critical factor in the decision to establish a new campus is the degree to which the service area of the proposed campus will overlap the service area of other existing instructional locations. The following criteria should be applied in evaluating this factor.

(1) When 50 per cent of the population in the proposed service area is already in the service area of existing community college instructional locations:

(a) It must be established that existing sites are inadequate to house educational services required by their respective service areas in the next ten years as determined by such factors as rates of facility utilization, site availability for additional construction, and obsolescence or inappropriateness of existing facilities; and,

(b) It must be established that the proposed campus site will be adequate to accommodate both the enrollment overflow from existing service areas and the service demand from the new area proposed to be served.

(2) When 50 per cent or more of the population in the proposed service area is not in the service area of an existing community college facility, the proposed campus site must be adequate to accommodate the demands of its service area for the next fifteen years.

(3) In assessing the appropriateness of a proposed campus location, all the follwing minimum values shall be demonstrated with regard to service area:

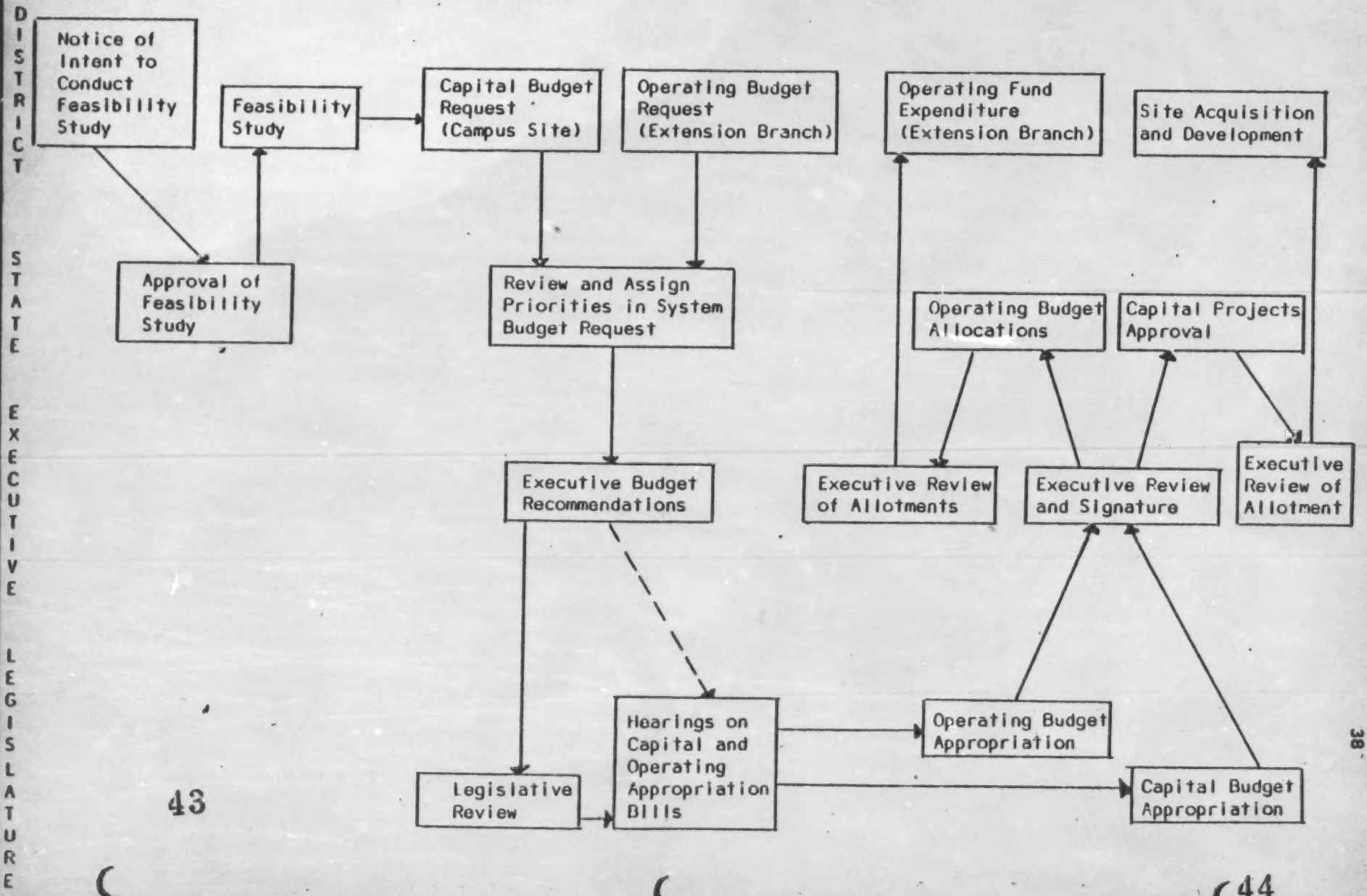
Characteristic	Primary Campus	Secondary Campus
(a) Geographically described range of the drawing power of a campus.	The area within 25 miles or 30 minutes commuting time.	Same as primary campus/
(b) Minimum population within 10 years.	At least 50,000.	At least 25,000.
(c) Minimum enrollment in tenth fall quarter of operation.	2000 day FTE's	500 day FTE's unless further limited by program capacity.

6.30.07 - Characteristics of Campuses

To further differentiate between the two types of campuses described above, the following table illustrates the various characteristics of each.

	Characteristics	CAMPUSES	
		Primary (Self-Contained)	Secondary (Satellite)
(1) Enrollment	Minimum FTE's	2,000 in tenth year	500 in tenth year unless further limited by lower capacity of specialized programs
	Type of student	Part-time and full-time, adult and high school graduate	Part-time and Full-time, adult and high school graduate
(2) Instruction	Programs	Comprehensive	Partial range
	Time	Day & evening	Day & evening
(3) Services	Counseling	Complete	As required
	Food	Cafeteria	Vending machine
	Library	Complete	Limited
	Business & Finance	Complete	Limited
	Records storage	Complete (central)	Limited
(4) Facilities	Type	Owned, Permanent	Long-term lease or owned; permanent or relocatable
	Student activities center	Yes	Limited
	Gymnasium	Yes	None
	Playfields	Yes	Optional
	Offices	Administration & Faculty	Limited
	Auditorium	Yes	None
(5) Site Size	Acreage	Minimum of 100 acres except when high land costs suggest a smaller site with multiple story facilities	Will depend upon characteristics of instructional programs

6.30.08 - DIAGRAM OF REQUEST, REVIEW, AND APPROVAL PROCEDURE FOR ESTABLISHING NEW CAMPUSES



6.30.09 - Guidelines for Preparation of a Feasibility Study Report

When a community college district wishes to conduct a feasibility study to verify an anticipated need for the development of additional campus sites, the following format and procedures should be observed:

(1) The district presents the State Board with a "notice of intent" to conduct a feasibility study and obtains the State Board's acknowledgment prior to initiating the study.

(2) The district presents the study to the State Board accompanied by a 500 word abstract of the requested actions and proposed developments.

(3) The study should include the following sections:

(a) A survey of all currently available educational opportunities in the proposed service area, including facility locations, capacities, and possible development of educational agencies and priorietary schools other than those operated by the community college district.

(b) Information describing the degree to which citizens in the service area recognize the need for the plan to utilize the educational services of the proposed development.

(c) Adescription of the administrative organization and program characteristics of the proposed development, including information about its probable impact on all existing educational agencies whether operated by the community college district or some other entity.

(d) A demographic analysis of the entire district with emphasis upon the specific area to be served by the proposed development.

(e) Presentation of evidence that the proposal meets the criteria for establishing either a primary or a secondary campus site.

(f) A statement describing the relationship of the proposed development to the over-all district plan for providing educational services.

(Approved July 9, 1970)

6.40.00 - Guidelines for Establishing Extension Branches

6.40.01 - General Authority

The Community College Act of 1967 assigned specific responsibilities to the various community college district board of trustees for providing educational services and determining the most appropriate method of serving post high school, adult, and community service educational needs through programs made reasonably accessible to all citizens. At the same time the Act charged the State Board for Community College Education with the responsibility "to define and administer criteria and guidelines for the establishment of new community colleges or campuses within the existing districts..." The following presentation describes the parameters for the development and extension of community college services through Extension Branches.

6.40.02 - Extension Branch Defined

The extension branch is not a campus. It is a temporary educational location that offers only a very limited selection of community college programs. It will be staffed almost completely with part-time professional personnel and will provide the minimum necessary library and student services to support its instructional programs. An extension branch may be housed in relocatable facilities or in leased space originally constructed for some other purpose. The extension branch may be established to meet a short-term educational need and would not imply a commitment to maintain the programs or continue in the facilities or location.

6.40.03 - Establishing Extension Branches

The district decision to operate an extension branch will be reflected primarily in the district operating budget because no major capital expenditure will be necessary. This decision will be reviewed by the State Board in the process of developing the biennial request for operating funds for presentation to the Executive budget agency and the Legislature.

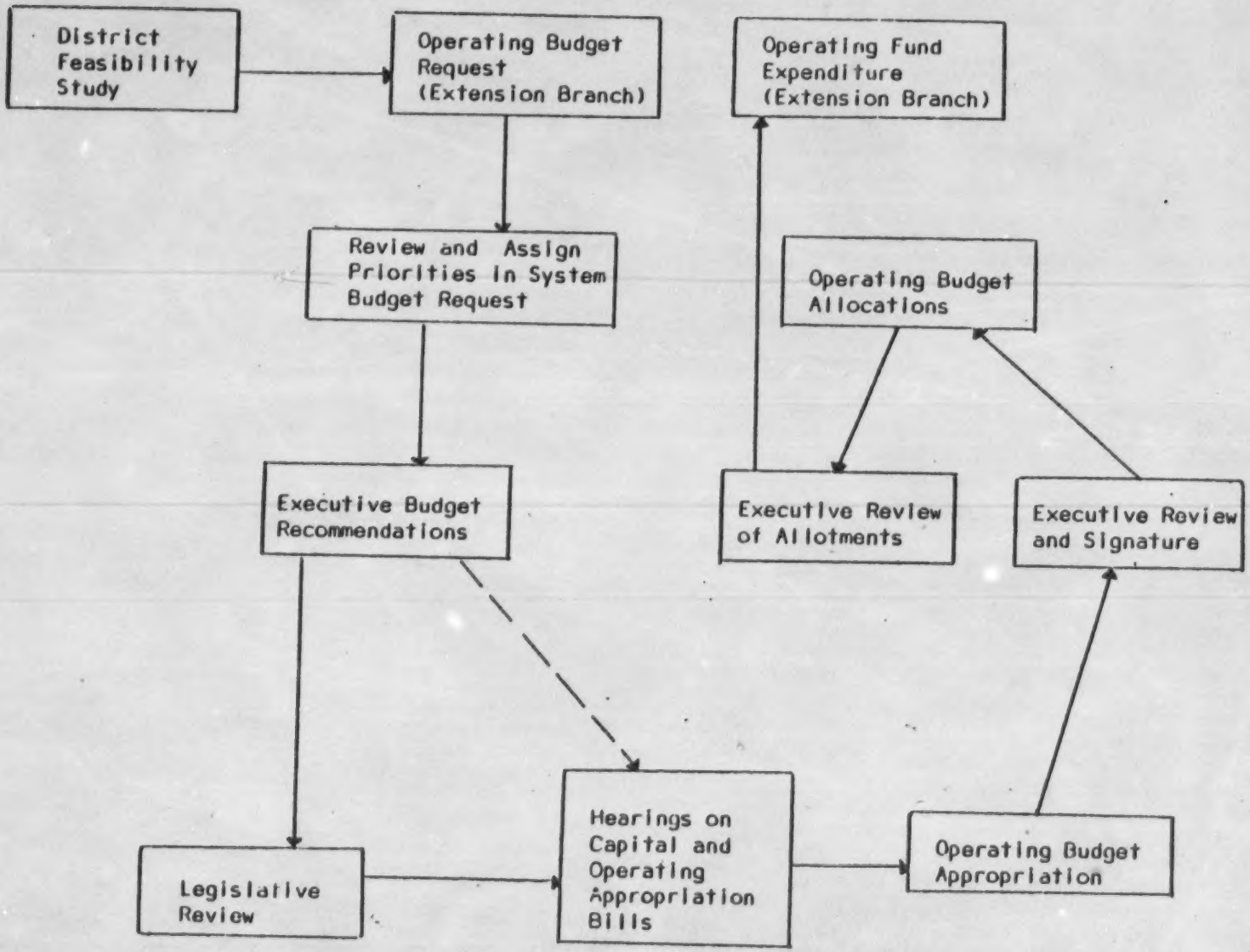
By definition the extension branch is a small, temporary location for selected community college services. The decision to establish an extension branch will have relatively less impact upon developments in neighboring community college districts than will the development of secondary or primary campuses. Because evolution of an extension branch into a campus is neither assumed nor anticipated, an extensive feasibility study will not be required in support of the proposal. However, as in the case of campus developments, new occupational training programs must receive the prior approval of the State Board.

6.40.04 - Characteristics of Extension Branches

The following chart describes the characteristics of extension branch.

	Characteristics	Extension Branch
Enrollment	Minimum FTE's	No minimum
	Type of student	Mostly part-time Adult
Instruction	Programs	Limited Selection
	Time	Mostly evening
Services	Counseling	As required
	Food	None
	Library	None
	Business & Finance	None
	Records storage	None
Staff	Faculty	Part-time
	Administration	Director only
Facilities	Type	Leased or temporary
	Student activities	None
	Gymnasium	None
	Playfields	None
	Offices	Minimum
	Auditorium	None

6.40.05 - DIAGRAM OF REQUEST, REVIEW, AND APPROVAL PROCEDURE FOR ESTABLISHING EXTENSION BRANCHES



Wisconsin

No community colleges. Organized into Vocational-Technical Schools and Freshman-Sophomore two-year schools.

Wyoming

No statewide criteria. Community colleges are organized and operated by local school districts.

ANALYSIS OF THE DATA

It was apparent from a general review of the responses that a great majority of the States had only general criteria or no criteria at all. As shown in Table I, 34 of the 46 responding states did not use specific criteria for the establishment or expansion of community colleges. However, closer inspection reveals that of the states that used criteria at all (36) twelve of them (34%) used specifically delineated procedures and criteria. Most of the states with no criteria either had no community colleges in their state or so few that establishment and expansion criteria were not really necessary. The general criteria category basically included states with broad statements or policies about community college establishment either in legislation, as Alaska, or stated as policy by coordinating Boards or Boards of Regents.

TABLE 1

STATE SUMMARY OF LEVEL OF CRITERIA

Specific Criteria	General Criteria	No Criteria
12	24	10

46 + 4 non-response = 50 + Alaska = 51

There were several criteria used by many of the states and Table II lists these common criteria and the number of states that used each. There was a great range of criteria used, however, and close inspection of the state by state summary reveals that some states have addressed this problem in much more detail than others. Table II also shows a comparison of these common criteria with the general proposal submitted to the Board of Regents by Chancellor O'Rourke, (Appendix II) the criteria listed in Alaska's Community College Act, (Appendix III) and the criteria used in the feasibility studies conducted by the cities of Kotzebue (Appendix IV) and Valdez (Appendix V) which were recently approved as new Community Colleges. It is apparent from Table II that the concern of policy-making groups regarding the criteria problem is well justified. Of the nineteen common criteria used in other states only 8 (42%) are covered by the Regents proposal, only 3 (16%) are addressed by the Community College Act, only 7 (37%) were included in the Valdez feasibility study and only 5 (26%) were covered in the Kotzebue feasibility study. Several factors make this a very generous interpretation. Many of the areas covered in the Kotzebue and Valdez studies were covered briefly or merely mentioned. In addition, several of the specific procedures and criteria used in some states were applicable to Alaska, but were not common criteria and were not included as additional areas not covered by Alaska's present procedures. (See Table 2).

Interpretation of the Data

Obviously, Alaska's present criteria are not adequate for a full analysis of the advantages or disadvantages of establishing or expanding a community college. Obviously, this was the recognized problem that precipitated the present study. However, the scope of the inadequacy seems more in perspective now.

TABLE II

COMMON CRITERIA USED BY STATES TO ESTABLISH COMMUNITY COLLEGES AND COMPARISON WITH CRITERIA INCLUDED IN REGENTS PROPOSAL, COMMUNITY COLLEGE ACT, VALDEZ, AND KOTZEBUE FEASABILITY STUDIES

Criteria	# of States	Regents Proposal	Community College Act	Valdez Study	Kotzebue Study
1. Population projections in the proposed area	32	Yes	No	Yes	Yes
2. Follow-ups of previous high school students	33	Yes	Yes	Yes	Yes
3. Minimum enrollments for a period of years	29	No	No	No	No
4. A specifically formatted needs study	12	No	No	No	No
5. A specific site selection procedure	9	No	No	No	No
6. Specify local and/or state finances available	5	Yes	Yes	Yes	No
7. Evidence of Community Support	29	Yes	No	Yes	Yes
8. Evidence of non-duplication of programs	4	No	No	No	No
9. Enrollment capacities of present institutions	7	No	No	No	No
10. Effects on existing campus of new campus	16	No	No	No	No

As one might expect, as the number of community colleges in a state increased or as the funding for them became stringent, the criteria for their establishment became more comprehensive and detailed. The twelve states with specific procedures and criteria in this area tended to have quite large community college systems and a tight money situation. It must also be pointed out that although Alaska's procedures and criteria are severely lacking in this area, many states with a young and rapidly expanding community college system are in a situation very similar to Alaska's. Most of these "general criteria" states are presently working on more systematic and specific criteria.

With few exceptions, most states with community colleges require a substantial financial commitment from the local areas. This is not the case in Alaska and probably will not be for many years because of the lack of an adequate tax base in many communities. However, this close to total support by the state puts even more pressure on establishing a systematic set of evaluative criteria for funding requests and as in several other states, may encourage the funding of community colleges on a formula basis.

Summary

The purpose of the present study was to summarize the various types of criteria used in other states for the establishment or expansion of community colleges and to acquaint those who shall decide on the final criteria for establishing or expanding Alaska's community colleges with the specific guidelines and concerns of other states.

A request letter (Appendix I) was sent to each state asking for any criteria or procedures used for the establishment or expansion of community colleges in their state. Of the 49 states contacted 45 responded for a response rate of 92%. Of those responding, 12 states used specific criteria, 24 used general criteria, 10 used no criteria. Of the states with no criteria most either had no public community college or so few that criteria were not necessary at a state level. A list of 19 common criteria were gleaned from the data and it was found that Alaska's present procedures used very few of these criteria.

Hopefully, this review will aid those who must decide on procedures and criteria by presenting the situations and solutions in other States. Alaska has many unique problems that will call for unique solutions, but these ideas can be a place to begin.

Appendix I

LETTER OF REQUEST

M E M O R A N D U M

TO:

FROM: Alaska Commission on Postsecondary Education

SUBJECT: Criteria for the Establishment, Expansion or Termination of Community Colleges

DATE: May 10, 1978

The State of Alaska is now at a point where specific criteria concerning the establishment, expansion, or termination of community colleges needs to be determined. We realize that most states are well ahead of us in this regard and would appreciate any guidance or information you might give us in this area. In addition to any specific guidelines or policies that you could send us, your comments about problems encountered or particular areas of concern would be appreciated.

Also, if your state has a specific formula for the funding of community colleges, we would appreciate this information as well. If possible, this information is needed by the end of May. If you have any questions, please call me at (907) 465-2854. Thank you for your time.

Respectfully,

Dr. Thomas M. Healey
Planning and Research Coordinator

cc: All State agencies having jurisdiction over community colleges

*Note: Copies sent to all state agencies in the nation, (with the exception of Michigan) as listed in the Directory of Personnel; State Higher Education Agencies and Boards. Denver, Education Commission of the States, 1977.

Appendix II

REGENTS PROPOSAL

Attachment 27

UNIVERSITY OF ALASKA

5/3/78

FIRST DRAFT

CRITERIA FOR ESTABLISHMENT OF COMMUNITY COLLEGES

Based on preliminary research of members of the staff, the following represent some initial guidelines for establishing criteria for the development of community college.

Alaska Statute Title 14, Article 6, Section 630 establishes some minimal criteria. As this Act was passed in 1962, certain of the criteria might be viewed somewhat more critically now. However, they are basic minimums and can easily be achieved by virtually any community within the state.

The following are some things that should be considered:

1. That the establishment of community colleges be in accordance with the Board of Regents adopted plan for the statewide development of community colleges through the year 2000. It is expected that such a plan could be completed by 1980.

2. Guidelines for initial minimal enrollments.

3. A projected pattern of enrollment over five years.

4. A defined geographic service region.

5. Population growth projections.

6. Commercial, industrial and native industry projections.

7. A job market analysis including present and future employment possibilities as well as a rate of turnover in various job catagories.

8. Preliminary agreement from a local political subdivision regarding the establishment and operation of the community college. This would be in line with the master agreement developed by the University of Alaska to assure that all the requirements of law were met.

9. Some evidence of resource support from the local political subdivision. This may be in cash or in kind services.

10. A projected pattern of five year enrollments by program catagory.

11. A five year fiscal impact statement showing the resources necessary for the initial establishment and development of the college. Such a statement should include, when applicable, projected needs for facilities and the estimated costs of such facilities.

12. A feasibility study developed by the local community with staff assistance from the appropriate offices of the university which would demonstrate that such units would be in accordance with the statewide plan and meet other minimum criteria.

13. A plan for local citizen involvement.

14. Enrollment figures from various highschools within the geographic regions serviced by the college.

15. Where applicable, a previous pattern of enrollments if an extension center existed.

16. The overall statewide plan should assure that all geographic areas of the state are adequately served.

17. Adoption by the Board of the plan and feasibility study. Such adoption should officially establish a community college and set an effective date.

18. When appropriate, such action should provide for one year's lead time in order to put the appropriate request into the next year's budget.

19. An outline of initial and future programs along with their expected dates of implementation should be included.

It should be recognized that the above represent simply guidelines which must be further developed into criteria.

AttH/ Legal Criteria for the Establishment of a Community College

CRITERIA
FOR THE ESTABLISHMENT OF A
COMMUNITY COLLEGE

Alaska Statutes, Title 14 Education, Article 6. Community College Act, Section 630. Definitions, pp. 151-152.

Section 14.40.630. Definitions. In §§ 560-640 of this chapter, unless the context otherwise requires,

1. "Community college" means a program of education established by the University of Alaska in cooperation with qualified school districts or qualified political subdivisions of the state, including both academic degree and nondegree programs;

2. "Qualified school district" or "qualified political subdivision" means a school district or political subdivision organized under the laws of the state, or a group of two or more contiguous school districts or political subdivisions of the state, or a combination of each, which combination, considered as a unit, meets the following minimum requirements for the establishment of a community college:

   a. Makes application to the Board of Regents of the University of Alaska for participation in the community college program;

   b. Satisfies educational standards of the University of Alaska according to criteria established by the Board of Regents;

   c. Has had an average daily membership during the previous school year of at least 75 high school students, grades 9-12;

   d. Has established to the satisfaction of the Board of Regents the practical need for a community college within the district or political subdivision; and

   e. Makes arrangements for defraying its proper share of the costs of the operation and maintenance of a community college, as provided by the terms of §§560-640 of this chapter;

3. "Board of Regents" or "Board" means the Board of Regents of the University of Alaska (§ 2 ch 75 SLA 1962).

Appendix III

COMMUNITY COLLEGE ACT

Article 6. Community College Act

Section
560. Authority to cooperate
570. Authority of board
580. Use of joint facilities
590. Director
600. Regulations
610. Disposition of income
620. Savings clause
630. Definitions
640. Short title

Sec. 14.40.560. Authority to cooperate. A qualified school district or political subdivision may make an agreement with the University of Alaska for the establishment, operation, and maintenance of a community college. A qualified school district or qualified political subdivision shall pay all instructional and administrative costs for nondegree college programs and activities offered. (§ 3 ch 75 SLA 1962)

Sec. 14.40.570. Authority of board. (a) Since academic education beyond the high shcool level is a statewide responsibility, the board in its discretion and as the need arises, may cooperate with the federal government and qualified school districts and political subdivisions in the establishment of appropriate higher educational programs and activities. The board is responsible for the selection of all community college instructors, part and full-time, for the acedemic degree programs and activities, and shall pay all instructional and administrative costs, including cost of special equipment and instructional materials, for academic degree programs and activities offered.

(b) Selected upper division and graduate level courses of instruction, offered by the university through its off-campus instructional program to meet local needs, may be coordinated through the office of the director of a community college. (§ 4 ch 75 SLA 1962)

Sec. 14.40.580. Use of joint facilities. (a) If facilities used by the community college are owned by the school district or political subdivision, the board, subject to availability of appropriated funds, may reimburse the school district for all expenses directly related to facilities for academic degree programs and activities. The school district or political subdivision shall bear all expenses directly related to nondegree programs and activities.

(b) If separate facilities are financed, constructed, or maintained from federal, state, or private funds for either academic degree or nonacademic degree programs and activities of the community college, then the board has title to and control of the separate facilities used for these purposes. If separate facilities are financed, constructed, or maintained from school district or political subdivision funds for either degree or nondegree programs and activities, the school district or political subdivision has title to and control of the separate facilities used for these purposes. (§ 5 ch 75 SLA 1962)

Sec. 14.40.590. Director. The administrative head of a community college established by the University of Alaska in cooperation with school districts or political subdivisions is a director. The director shall be selected by the board, subject to approval by the governing body of the school district or political subdivision. (§ 6 ch 75 SLA 1962)

Sec. 14.40.600. Regulations. A community college established by the university in cooperation with school districts or political subdivisions shall be established, maintained, and operated under rules and regulations adopted by the board. The selection and academic qualifications for personnel and the curriculum of a community college, insofar as it pertains to academic degree programs and activities, is the responsibility of the board. The selection and qualifications of personnel for nondegree programs and activities of the community college are the responsibility of the governing body of the school district or political subdivision. (§ 7 ch SLA 1962)

Sec. 14.40.610. Disposition of income. (a) All money, including tuition and fees received before or after April 10, 1962, from the operations of a community college established, operated, and maintained under 560 - 640 of this chapter and directly related or attributable to academic degree programs and activities, shall be placed in the community college fund of the University of Alaska.

(b) All money, including tuition and fees received before or after April 10, 1962, from the operations of a community college established, operated and maintained under §§560 - 640 of this chapter and directly related or attributable to nondegree programs and activities of the community college, shall be placed in the appropriate fund of the qualified school district or political subdivision cooperating with the university in the establishment of the community college. (§ 8 ch 75 SLA 1962).

Sec. 14.40.620. Savings clause. An agreement between the University of Alaska and a community college in effect on April 10, 1962, shall remain in effect until its agreed expiration unless, before the agreed expiration, it is mutually cancelled or modified by the contracting parties. (§ 10 ch 75 SLA 1962)

Sec. 14.40.630. Definitions. In §§ 560 - 640 of this chapter, unless the context otherwise requires,

(1) "community college" means a program of education established by the University of Alaska in cooperation with qualified school districts or qualified political subdivisions of the state, including both academic degree and nondegree programs;

(2) "qualified school district" or "qualified political subdivision" means a school district or political subdivision organized under the laws of the state, or a group of two or more contiguous school districts or political subdivisions of the state, or a combination of each, which combination, considered as a unit, meets the following minimum requirements for the establishment of a community college:

(A) makes application to the Board of Regents of the University of Alaska for participation in the community college program;
(B) satisfies educational standards of the University of Alaska according to criteria established by the Board of Regents;
(C) has had an average daily membership during the previous school year of at least 75 high school students, grades 9-12;
(D) has established to the satisfaction of the Board of Regents the practical need for a community college within the district or political subdivision; and
(E) makes arrangements for defraying its proper share of the costs of the operation and maintenance of a community college, as provided by the terms of §§ 560 - 640 of this chapter;
(3) "board of regents" or "board" means the Board of Regents of the University of Alaska.(§2 ch 75 SLA 1962)

Sec. 14.40.640. Short title. Sections 560 - 640 of this chapter may be cited as the Community College Act. (§ 1 ch 75 SLA 1962)

Article 7. Western Regional Higher Education Compact.

Section	Section
660. Ratification, approval, and adherence	685. Provisions of services
670. Terms and provisions of Compact	690. Members of the commission
680. Execution of Compact by governor	595. Administration

Sec. 14.40.660. Ratification, approval, and adherence. The Western Regional Higher Education Compact, recommended by the Western Governors Conference on November 10, 1950, for adoption by the states or territories of Alaska, Arizona, California, Colorado, Idaho, Hawaii, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming, is ratified and approved and the adherence of this state to this Compact, upon its ratification and approval by four or more of these states or territories in addition to this state, is declared. (§1 ch 164 SLA 1955)

Sec. 14.40.670. Terms and provisions of Compact. The terms and provisions of the Compact referred to in § 660 of this chapter are as follows:

WESTERN REGIONAL HIGHER EDUCATION COMPACT

Article 1

Whereas,the future of this Nation and of the Western States is dependent upon the quality of the education of its youth; and
Whereas, many of the Western States individually do not have sufficient numbers of potential students to warrant the establishment

Appendix IV

KOTZEBUE FEASABILITY STUDY

THIS APPENDIX HAS BEEN DELETED WITH THE AUTHOR'S PERMISSION. THE STUDY WAS NOT REPRODUCIBLE.

Appendix V

VALDEZ FEASABILITY STUDY

VALDEZ LEARNING CENTER

TELEPHONE (907) [redacted]
(907) [redacted]
835-2539

UNIVERSITY OF ALASKA
SOUTHCENTRAL REGIONAL CENTER
P.O. BOX [redacted] 590
VALDEZ, ALASKA 99686

February 22, 1978

Dr. Patrick O'Rourke, Chancellor
Community Colleges
University of Alaska
Fairbanks, Alaska 99701

Dear Chancellor O'Rourke:

Attached to this letter I am including an addition to the two previous need assessments for a Valdez Community College. With it you will note that I have made some conservative projections based on the progress we have made and the current demand for post secondary education in this region. The attached letters are from concerned citizens and organizations which support the establishment of a community college in Valdez.

It is my belief that the post secondary needs of the Valdez region can best be served through the establishment of a community college in Valdez. We now have a sufficient population base and are isolated to the extent that individuals in this region must turn to us for their post secondary educational needs. Unlike many of the rural centers, the demand in the Valdez region is for programs which lead to either a certificate or an Associate of Arts degree.

If further support is needed we would welcome your visit to our city and suggest you talk with our Policy Advisory Council and members of our local government.

Sincerely,

John Devens Ph.D.
Director
University of Alaska
Valdez Extension Center

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Attachments

The goals of the present students in high school is evidenced by a recent study done in which each student was to indicate five areas he would consider for employment. A surprising 91% of the choices required some form of post secondary education. The most popular fields in the Valdez area included teaching, marine and environmental professions, engineering and medically related professions.

In September 1977 a new $12,000,000 high school began operation. This facility does not include the students in the elementary, junior high school or special education buildings. In addition to comfortable classrooms this new high school also includes a swimming pool, stage, library, vocational wing, science laboratories, home economic area and gymnasium. The public school program in Valdez has a total of four separate gymnasiums which can also be used as auditoriums.

An excellent arrangement has developed between the University and public school programs. All classroom needs of the University program are met at no charge by the public school program. A coordinator provided by the public schools makes all arrangements for classrooms and audio visual equipment for use by University instructors.

C. Educational Needs

A recent survey conducted by the Community Schools program in which over 400 families were contacted revealed that 96% of the people living in Valdez feel that a community college is needed. These findings are supported by the enrollment in the Extension Center courses. During the Fall, 1977 semester the University of Alaska Valdez Extension Center (UAVEC) offered 21 courses in which 336 students enrolled for an average of 16 students per course.

Table I. Enrollment UAVEC Fall 1977

	# Courses	# Students	Credits Generated
Credit Courses	15	206	610
Adult Basic Education	4	75	225
Non credit Courses	2	55	16.5
TOTAL	21	336	851.5

Post secondary education in Alaska began in Valdez in 1916 when Mr. A. C. Baldwin founded the University of Valdez. In 1970 the University of Alaska developed a part time program in Valdez by providing a 1/4 time Director and no secretary. Later the University paid for a 1/2 tim Director and the City hired a 1/2 time secretary. It was not until January 1977 that a full time

Director and Secretary were provided. Table II demonstrates the general progression of the program and the sudden increase following the establishment of a full time program. It should be noted that as late as FY 77 the Valdez operating budget was only $54,000. An insufficient budget has continually prevented the Valdez program from reaching its potential.

Table II. Progress of the Valdez Program

	# Courses	# Students	Mean Students
Fall 1971	6	56	9
Spring 1972	9	98	11
Fall 1972	12	53	4
Spring 1973	3	29	10
Fall 1973	7	75	11
Spring 1974	10	81	8
Fall 1974	6	70	12
Spring 1975	4	52	13
Fall 1975	5	53	11
Spring 1976	10	162	16
Spring 1977	8	128	16
Fall 1977	21	336	16

The most recent report from the Alaska Department of Labor (See Appendix B) lists the Valdez area as having a 21.4% unemployment rate. Much of this is due to the impact of the pipeline and the subsequent loss of construction based employment. The UAVEC program has developed programs to retrain the unemployed labor force, however, lack of degree granting status and insufficient budget limits our effectiveness.

An Associate of Arts Degree with major emphasis in the area of Developmental Disabilities (See Appendix C) has been developed by UAVEC. This is the only program of its kind in the State of Alaska and one of only a few similiar programs in the country. At the present time we have a list of 22 individuals living in Valdez who are interested in working towards this degree. Many of these people have taken one or two courses in Developmental Disabilities offered through the UAVEC program but are not able to continue because the present structure does not allow the granting of degrees.

Valdez being a coastal city with an excellent harbor provides many opportunities for individuals interested in a career in fishing, marine transportation or related fields.

Recently the City of Valdez directed a consulting firm in California to do a needs assessment for the development of a program to prepare individuals for maritime employment. This needs assessment is done in the belief that the University program can provide the training needed in this area. To date 26 individuals have contacted the UAVEC office indicating a strong interest in a program which would develop their skills for maritime employment.

Other areas in which strong local interest has been expressed include secretarial studies, business, highway engineering and environmental studies.

Table III lists the number of individuals indicating interest in the seven major program areas to be developed in the Valdez Community College and projects the growth of these programs over a five year period.

Table III. Five Year Projection of Student Growth in the Proposed Valdez Community College Spring Semester

	'78	'79	'80	'81	'82	'83
Marine Industries	42	54	70	91	118	153
Secretarial Studies	18	24	28	34	40	48
Highway Engineering	20	24	28	30	36	43
Developmental Disabilities	27	40	49	62	78	90
Adult Basic Education	80	120	145	165	170	180
Liberal Arts	94	97	112	130	152	178
General Interest	119	144	182	230	300	325
Proj. Enrol. Spring Semester	400	503	614	742	894	1017
Projected Yearly Total	967	1257	1535	1855	2235	2542

Marine Industries includes marine transportation, fisheries, and support services such as welding, pipefitting and carpentry. The interest for 1978 is based on a list of 26 individuals who have contacted the UAVEC office requesting this program and the enrollment of 28 people in a course in Basic Seamanship offered during Fall 1977. At a recent meeting the Valdez Fishing Association estimated there would be more than 100 individuals living in Valdez who would participate in this program. It should be noted that this will be the only program of its kind in Alaska and will serve individuals from areas other than Valdez, therefore, we project a rapid rate of growth in this program.

Secretarial Sciences is a program which the community has demanded. Openings for trained secretaries has prompted a group of 18 women to request program development in this area. Moderate but consistent growth is predicted for this program.

Highway Engineering has been requested by the District Engineer for the Valdez area. An Associate of Arts program in Highway Engineering would include a strong math background and training in surveying, drafting and related areas. Presently there are 75 individuals employed on the Highway Engineering staff in the Valdez area. It is projected that this program will attract 20 individuals during the start up stages with a slight increase over the five year projection. During the Spring 1977 semester 40 students enrolled in Arctic Engineering course offered at UAVEC. Other courses in this area include 15 students in Surveying, 14 students in Field Surveying and 14 students in Arctic Engineering during the Spring 1975 semester and 9 students in Fundamentals of Drafting during Fall 1975 semester.

Developmental Disabilities is a program serving the needs of the employees at the state facility for the care of the developmentally disabled. Alaska's residential placement center for the developmentally disabled is in Valdez. Presently there are 130 residents and 150 staff, 70 of which are paraprofessional staff who provide maintenance care for the residents. During 1977 there was a 250% turnover in the non-professional staff. In addition to the 17 individuals on the staff who have taken one or more courses we now have a list of 10 additional people who wish to begin this program. Since this will be the only program of its kind in the State of Alaska and since federal legislation such as Public Law 94-142 places many new demands on the care and education of the handicapped, we anticipate a rapid growth of this program.

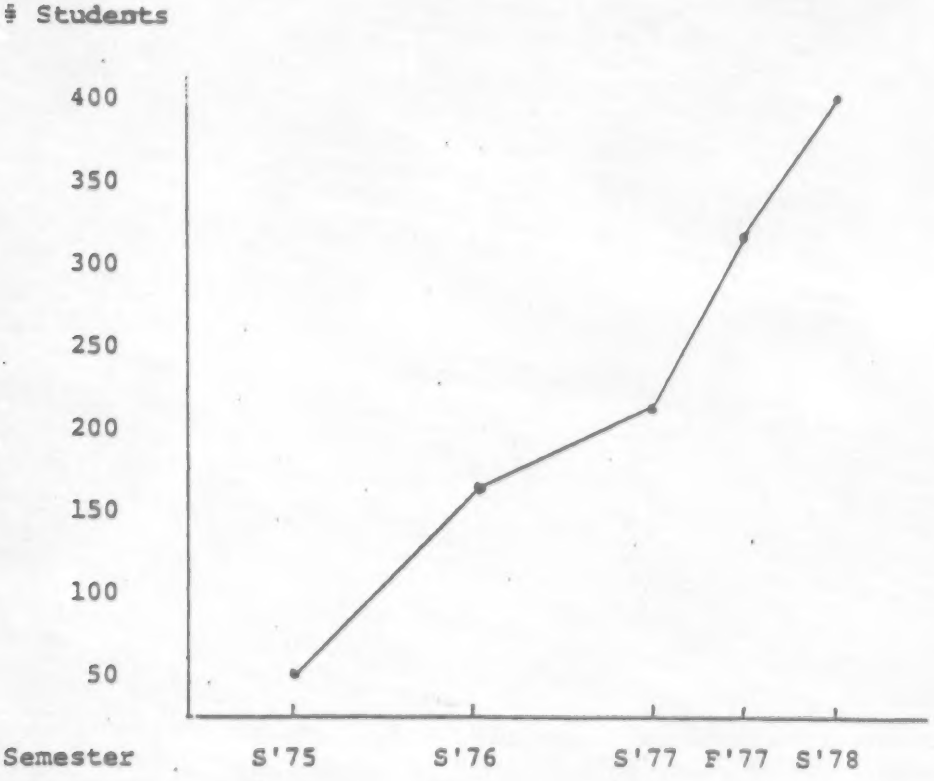
Adult Basic Education has been partially funded for two years by the Department of Education. Presently there are 80 indviduals actively participating in one of our four ABE programs. Recently a CETA funded position was requested to provide a full time teaching assistant for our ABE program. Continued growth in this area is assured as we are aware of several areas of need which we do not have the resources to serve.

Liberal Arts is an area which is receiving more attention since the completion of the construction phase of the pipeline. A recent survey of our high school students revealed that 55% of them indicate professional interests which will require a liberal arts background.

General Interest courses have been popular in the UAVEC program. The trend has been to offer more credit courses and information seminars and less of the non-credit courses. A recent seminar in Petrochemicals attracted over 100 individuals for the full day program.

Projections given in Table III for the growth of the Valdez program are based on the rate of growth during the past three years (See Figure I), local needs assessments, and the inclusion of additional communities in the Valdez program. It must be noted that these are conservative projections and are consistent with growth rates projected for other community colleges (See Appendix A . These projections do not take into account additional programs which may develop nor can we adequately predict the total impact of two major projects which may soon begin in Valdez, a petrochemical plant and a major fish processing plant.

Figure I Number of Students Enrolled Valdez Extension Center



Enrollment statistics for Spring 1975, Spring 1976, Spring 1977, Fall 1977 and projected enrollment for Spring 1978.

II. DESCRIPTION OF THE BOUNDARY OF THE SERVICE AREA

In addition to the corporate limits of the City of Valdez, the community college would serve the village of Tatitlek, students living along the Glenn and Richardson Highways, and the communities of Glennallen, Copper Center, Chitina, Lower Tonsina, McCarthy and Cordova.

III. ESTIMATED AND PROJECTED ENROLLMENT

Projected enrollment is given in Table III. It should be noted that the projected rate of growth is similiar to that of the Kenai Community College and is somewhat less than we have experienced during the previous three years. (See Figure I).

Table IV. Rate of Growth for Kenai Community College During Four Year Sample

	Head Count	Credit Hours
1972-1973	507	1,622
1973-1974	1,429	7,249
1974-1975	1,117	4,950
1975-1976	1,685	6,806

Kenai was choosen for this comparison because of similarities of population base and industrial similiarities. Based on this projection, the Valdez Community College is projected to have a headcount of 2542 students and a full time equivelency of 299 students within five years.

IV. PROPOSED CORE FACULTY AND ADMINISTRATIVE STAFFING

Funding base for the initial year should include not less than a full time director, full time administrative secretary, an accounts clerk trainee, a clerk typist, three full time 10 month instructors and one half time instructor. The instructor for Adult Basic Education will be provided through a DOE grant.

During the initial year the three full time instructors will have primary teaching, counseling and program development responsibilities in (1) Marine Industries and Highway Engineering, (2) Developmental Disabilities and (3) Liberal Arts and General Interest areas. The half time instructor will have responsibility in the Secretarial Science area.

The above programs will be supplemented by part time instructional staff drawn from the communities served and other University programs.

V. BUDGET FOR PROPOSED VALDEZ COMMUNITY COLLEGE - 1978/1979

Salaries and Benefits

Campus President	$ 41,000.00
3 Instructors/10 Month Full-Time Permanent	90,000.00
Instructors (Part-time and itinerant)	45,000.00
Half-time Community College Librarian	15,000.00
Accounts Clerk Trainee, Grade 6	12,432.00
Administrative Secretary, Grade 11	17,088.00
Personal Secretary, Grade 10	16,088.00
Clerk, Grade 5	11,688.00
Subtotal	$248,216.00
Estimated Benefits @ 20%	49,643.00
Salaries and Benefits Total	$297,859.00
Travel	$22,000.00
Contracted Services	$45,000.00
Commodities	
Office Supplies	$ 1,500.00
Instructional Supplies	4,500.00
Library Acquisitions	35,000.00
Commodities Total	$41,000.00
Equipment	
Furniture and Office Equipment	$4,000.00
Instructional Equipment	$4,000.00
Equipment Total	$8,000.00
Miscellaneous	
Subscriptions	$1,400.00
Student Support	2,000.00
Other	3,000.00
Miscellaneous Total	$6,400.00

TOTAL OPERATION COST FOR FY'79 $420,259.00

UAVEC Operating Budget 1978	$124,568.00
Anticipated Tuition from Community College Program	80,000.00
	$204,568.00

Additional State Support Need FY'79 $215,691.00

FALL 1977 SEMESTER - VALDEZ EXTENSION CENTER

Course	STUDENTS	HOURS
Emergency Medical Techniques	26	156
Behavior Modification	9	27
Speed Reading	9	27
Community Education	17	17
Advanced Engineering Economy	9	27
Program Materials Development	17	51
Life Saving	16	16
Fundamentals of Electronics	10	30
Communication Disorders	5	15
Income Tax	15	11
Oil Painting	11	33
Photography	12	36
Positive Approaches to Discipline	12	36
Boating, Navigation & Seamanship	28	84
TOTALS	196	600

Non-Credit Courses through U of A Valdez

Building in the North	20	10
Investment Seminar	18	9
Teachers Conference 11/8/77	14	7
Teachers Conference 1/18/78	14	7
TOTALS	66	33

Adult Basic Education Program - Fall 1977

Basic Skills Development	15	45
G. E. D.	42	126
English as a Second Language	12	36
Developmental Reading	6	18
TOTALS	75	225

COMBINED TOTALS	Students	Hours
	196 U of A	600 U of A
	66 Non-credit U of A	33 Non-credit UA
	75 ABE	225 ABE
	337 Students	858 Hours

ADDENDUM TO
FEASIBILITY STUDY FOR VALDEZ COMMUNITY COLLEGE

Presented To: University of Alaska Board of Regents and
Chancellor of Community Colleges
February 1978

I. ANALYSIS OF THE POPULATION AND EDUCATIONAL NEEDS OF THE SERVICE AREA

A. City Population

The most recent census for the City of Valdez places the population at 8750. This census did not include the labor force living in numerous camps outside the City of Valdez and did not include the influx of permanent people who make up the work force and support services needed for the oil terminal, Coast Guard base, oil testing laboratiries and the marine transportation industry.

Plans for further development in the Valdez area include petrochemical plants, fish processing facilities, enhanced tourist industry and development of industry related to marine transporation. It is difficult to predict the impact these additional industries will make on the population of the Valdez area, however, it should be noted that a large condominium complex is underway with 24 units completed and an additional 144 units planned or partially completed.

In addition to the City of Valdez, a community college would also serve the communities of:

Cordova	2500
Tatitlek	111
Lower Tonsina	55
Chitina	38
McCarthy	18
Copper Center	450
Glennallen	1152
Tazlina	14

With these additional communities and the rural population living along the Richardson and Glenn highways, the regional population served by a community college in Valdez would exceed 13,000.

B. School District Projections

During the height of the pipeline construction period the Valdez Public Schools had an enrollment of 900 students. In November of this year the enrollment was 844 students. These figures suggest a stability in this population that had not been previously predicated.

JAN 16 1980
ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024